



Tarbert Comprehensive School

TARBERT COMPREHENSIVE SCHOOL

TARBERT CO. KERRY

81006S

Digital Learning Plan

Timeframe: *September 2018 – June 2020*

Plan issue date: *September 2018*

Reviewed: *March 2019*

Tarbert Comprehensive School

1. Introduction

The development of this Digital Learning Plan has been identified as a priority area by our school *“Self-Evaluation Report and Improvement Plan for 2018/19”* <http://www.tarbertcomprehensive.ie/wp-content/uploads/2018/08/2018-2019-Summary-Self-Evaluation-Report-and-School-Improvement-Plan.pdf> and is supported by the Department of Education publications *‘circular 0001/2017’* and *‘Digital Strategy for Schools’*.

This plan documents how our learning community intends to; Embed the use of Digital Technologies in teaching, learning and assessment, Records the outcomes of our current digital learning plan, includes targets and the actions we will implement to meet these targets from 2018 to 2020.

There are four key pillars to our Digital Learning Plan:

- Teaching, Learning and Assessment Using ICT; *“Establishing a culture of Effective & Highly Effective practices”*
- Teacher Professional Learning; *“Professional development issues, to include staff training”*
- Leadership, Research and Policy; *“the role of school leadership, planning for e-learning and the vision of an e-learning culture in the school.”*
- ICT Infrastructure; *“maintenance, refurbishment plan, budget and technical issues.”*

1.1 School Details:

The school, which has a current enrolment of 528, was established in 1973 and is comprehensive in the sense that it is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and being open to all religious persuasions. It will always recognise, and insist on, the responsibility of parents as the first and most important educators of their children. Our role is to work in partnership with parents enabling young people to grow intellectually, physically, socially, culturally, creatively, morally and spiritually. In Tarbert Comprehensive School we seek to foster mutual respect and an atmosphere of trust. We promote a healthy work ethic and a love of learning in a spirit of collegiality and co-operation so that all may reach their full potential.

The ethos of the Comprehensive School is one of equality and inclusiveness, welcoming and nurturing all of the diverse abilities and talents of the various communities we serve. We value each other, facilitate our special needs students, celebrate our achievements and look forward to becoming an increasingly multi-cultural school. Each day we aim to live up to our school motto: *“Mens Sana in Corpore Sano”*, a Healthy Mind in a Healthy Body.

1.2 School Vision:

ICT is pervasive in society and it continues to transform how we live our daily lives. Our pupils encounter a wide range of technologies as part of their daily life experience and we believe it is essential to equip them to face these encounters whilst also reflecting them in their learning experience.

The fostering of Technology in education as an essential component of the curriculum of Tarbert Comprehensive and the integration of ICT in teaching and learning will assist our pupils to learn more effectively whilst also developing confidence that comes from learning about, through, and with a range of technologies.

Our vision is focussed on realising the potential of the digital technologies available within our schools infrastructure to transform the learning experiences of all our pupils especially those with diverse learning needs, enabling them to become engaged thinkers, active learners, knowledge constructors and global citizens who participate fully in society and the economy

To achieve our vision for e-learning we must be forever in a state of readiness to change, as the digital design is forever developing, and to ensure that the successful incorporation of technology in our school is a mainstay rather than a supplement to teacher-led instruction we must continually be willing to evaluate our practices to ensure that;

- Meaningful ICT integration is the responsibility of all members of our learning community
- We are proactive and take a leadership role in identifying how ICT can enhance the areas of teaching, learning and assessment.
- Clarity around the concept of ICT integration.

Together we will further develop the already positive attitude and incorporation of digital technology that exists in our school.

1.3 The current use of digital technologies in the school to date:

Tarbert Comprehensive School is not just a Comprehensive School in name or designation, we have always embodied the founding principles of Comprehensive Education as leaders in the area of curriculum development and change, a characteristic that is still inherent throughout our learning community and reflected in how we have already embraced and integrated digital technologies into our teaching and learning practices in responding to changing educational needs. These include;

- Connected Classrooms – *Each classroom contains Desktop, Visualizer, Visual & Audio equipment, Network & Internet Access*
- 4 Computer Labs
- School Website
- School YouTube Channel
- Vsware (School Management & Information System)
 - o Staff Access enabled
 - o Parental Access enabled
 - o Fee Payments enabled
 - o Option selection enabled
 - o Integrated “*Student Support Plans*”
- GSuite for Education as our School Virtual Learning Environment
 - o Organizational Structure
 - o Secure School email
 - o Collaborative platform for sharing resources across the learning community
 - o Digital Assessments
 - o Collation of data & surveys e.g. JCSA Profiles of Achievement
- School App
 - o Facilitating enhanced communication across the school community
- Digital model of “*Student Support Plans*” and “*Student Support Files*” collaboratively created and shared to staff to support and monitor the diverse learning needs of our pupils.
- Printing and Scanning facilities
- Junior Cycle Digital Textbooks; *Accessible by staff and pupils on and off site*
- Schedule of ICT focused staff CPD both internal and external
- Improvements in digital infrastructure over recent years have enhanced teacher practise and learner engagement.

2. The focus of this Digital Learning Plan

In conjunction with our School Self Evaluation 2017/18 a review of digital learning in our school was undertaken. The development of this Digital Learning Plan was set out as a priority need / area by our school “*Self-Evaluation Report and Improvement Plan for 2018/19*” <http://www.tarbertcomprehensive.ie/wp-content/uploads/2018/08/2018-2019-Summary-Self-Evaluation-Report-and-School-Improvement-Plan.pdf> with the focus being upon;

Digital Literacy, Engagement and Citizenship: Emphasis will be on students and teachers having the skills and knowledge associated with being engaged, literate, and responsible in the digital arena. These skills are essential not only for learning – as they are an important aspect of the JCSP – but for life, as students increasingly need to be cognisant of the responsibilities of digital citizenship.

Our aims in this area are:

- 1. To increase in teachers’ usage of school’s digital platforms for teaching and learning and to increase the number of students regularly accessing same*
- 2. Increase teacher and student knowledge, understanding and engagement with ‘digital literacy’ – terminology and visual cues associated with IT*

<http://www.tarbertcomprehensive.ie/wp-content/uploads/2018/08/2018-2019-Summary-Self-Evaluation-Report-and-School-Improvement-Plan.pdf>

2.1 The dimensions and domains from the Digital Learning Framework being selected

Dimension	Domain	
Teaching and Learning	1	<i>LEARNING OUTCOMES *</i>
	2	<i>LEARNING EXPERIENCES *</i>
	3	<i>TEACHER INDIVIDUAL PRACTICE *</i>
	4	<i>TEACHER COLLABORATIVE PRACTICE *</i>
Leadership and Management	1	<i>LEADING LEARNING AND TEACHING</i>
	2	<i>MANAGING THE ORGANISATION *</i>
	3	<i>LEADING SCHOOL DEVELOPMENT *</i>
	4	<i>DEVELOPING LEADERSHIP CAPACITY</i>

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
<p>Students enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p> <p>Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.</p>
<p>Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.</p> <p>Students can confidently protect their digital identity and manage their digital footprint.</p>
<p>Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment</p>	<p>The school's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment.</p> <p>The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment.</p>
<p>Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The school takes measures to use appropriate digital and assistive technologies to protect and ensure learners' physical, psychological and social well-being.</p>
<p>Manage the planning and implementation of the curriculum</p>	<p>The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation.</p>

2.3. Tarbert Comprehensive School strengths *(in relation to digital learning)*

Despite the challenges presented by a restrictive school footprint and an aging Digital Infrastructure the functioning of which demands and absorbs all available funding, we are fortunate that all members of our learning community have prioritized the integration of Digital Learning and utilized the available digital technologies and pedagogical approaches as best possible. An example of such strengths are;

- Supportive leadership which has identified ICT as a priority need of our school.
- Appointment of an eLearning & ICT coordinators as part of our middle management structure.
- An established Virtual Learning Environment through GSuite for Education which currently supports communication and collaboration whilst having the potential to facilitate deeper teaching, learning and assessment practices.
- A program of “in-house” CPD aimed at working within our own school context and means, which is delivered by our eLearning coordinator and change agents within the staff who demonstrate effective and highly effective practices.
- A learning community with a willingness to embrace change.
- Incrementally improving infrastructure.
- In-house personal with ICT maintenance capabilities.
- External maintenance support from Formula Networks.
- Digitally rich environment; *GSuite for Education, School Website, School YouTube Channel, School App, MIS (Vsware).*
- Broadband
- Digital Citizenship / Wellbeing module @ JC Computer Studies, etc.

2.4 Areas identified to improve our digital learning practice further

Our School has significant strengths across many areas in which we deem ourselves as being “*eConfident*” or even “*eMature*”. However the areas and challenges which need to be addressed to further improve our digital learning practices are primarily that of a school at an “*Initial*” stage of their digital learning journey.

Our School building is that of a 1972 Comprehensive School footprint, with renovations and extensions undertaken as needed over the last five decades.

Despite these physical renovations the backbone of our ICT infrastructure is lacking i.e. Wiring, Network switches, Servers, Hardware etc.

Our past ICT grant allocations commencing from 2017 have been allocated with prudent consideration and front line elements such as aging Desktops within classrooms and an Enterprise grade Server are areas which we have prioritized to ensure the day to day functioning of our school, however the funds needed to put in place an Enterprise grade and reliable network which our learning community can have confidence in are exhausted.

To place this in perspective our annual ICT grant is insufficient for a traditionally built and older school to the extent that we are at a deficit annually in providing for essential maintenance and scheduled replacement of aging infrastructural elements required in the day to day function of our school.

Below illustrates the areas needed to further our digital learning practices and although not solely confined to funding, funding is our significant area of need;

- Support Teachers implementation of the Digital Learning Plan in their daily work.
- Demonstrate that staff and students are actively engaged in innovative and exemplary practice.
- Expansion of Servers
- Replacement, upgrade and consolidation of network cabling into a single, reliable modern network
- PoN Network Switches
- Wireless Network *(Wi-Fi network is dependent upon the three previous needs)*
- BYOD & Portable Device integration *(Dependent on Wi-Fi)*
- Flipped Classroom Practice *(Dependent on Portable Devices)*
- Foster a digital learning culture where students and teachers develop collaborative projects through the use of the VLE.

3. Our Digital Learning plan

In the following pages we have recorded:

- The targets for improvement we have set
- The actions we will implement to achieve these
- Who is responsible for implementing, monitoring and reviewing our improvement plan
- How we will measure progress and check outcomes *(criteria for success)*

As we implement our improvement plan we will record:

- The progress made, and adjustments made, and when
- Achievement of targets (original and modified), and when

Digital Learning Action Plan

“Teaching, Learning and Assessment Using ICT”

DOMAIN: LEARNER EXPERIENCES

STANDARD(S):

- Students enjoy their learning, are motivated to learn and expect to achieve as learners.
- Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENT(S):

- Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.
- Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.
- Students can confidently protect their digital identity and manage their digital footprint.

TARGETS:

Increase teacher and student knowledge, understanding and engagement with ‘digital literacy’ – terminology and visual cues associated with IT

ACTIONS <i>(What needs to be done?)</i>	TIMEFRAME <i>(When is it to be done by?)</i>	PERSONNEL RESPONSIBLE <i>(Who is to do it?)</i>	CRITERIA FOR SUCCESS <i>(What are the desired outcomes?)</i>	RESOURCES <i>(What resources are needed?)</i>
● ICT Integration Day for Incoming Students	● September <i>(annually)</i>	● eLearning Coordinator	● DL resources are available to Students & accessible within & outside of school time	● Time, Computer Room, Supervision, Team Teaching
● Transition Year ePortfolio	● April <i>(annually)</i>	● TY & eLearning Coordin.	● School demonstrates experience of integrating DL in interdisciplinary project work.	● VLE, GSuite, Computer Room
● Enhance Student experience of DL	● Ongoing	● All	● Students experience DL activities regularly & use ICT to collaborate on curriculum activities both within the school and with other schools.	● Wi-Fi, Network, Portable Devices
● Digital Citizenship integration into Wellbeing Program	● JC2 Sept. 2020	● eLearning Coordinator & CS & RE Teachers	● Students confidently protect and manage their digital identity.	● Timetabling

EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Our school utilizes multiple mechanisms to gather evidence such as; Reflection Sheets, Professional Collaborative Review, Focus Groups, Interviews, Questionnaires & Checklists. This evidence is evaluated in line with the SSE process & guiding success criteria.

Digital Learning Action Plan

"Teacher Professional Learning"

DOMAIN: *TEACHERS' INDIVIDUAL PRACTICE*

STANDARD(S):

- The teacher selects and uses planning, preparation and assessment practices that progress students' learning

STATEMENT(S):

- Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.

TARGETS:

To increase in teachers' usage of school's digital platforms for teaching and learning and to increase the number of students regularly accessing same.

ACTIONS <i>(What needs to be done?)</i>	TIMEFRAME <i>(When is it to be done by?)</i>	PERSONNEL RESPONSIBLE <i>(Who is to do it?)</i>	CRITERIA FOR SUCCESS <i>(What are the desired outcomes?)</i>	RESOURCES <i>(What resources are needed?)</i>
<ul style="list-style-type: none"> Teachers made aware of & avail of CPD opportunities 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Principal, eLearning coordin. 	<ul style="list-style-type: none"> Teachers demonstrate they have availed of individual or whole school ICT professional development opportunities. 	<ul style="list-style-type: none"> Email, CPD Calendar, CP Hrs.
<ul style="list-style-type: none"> Support a culture of sharing effective DL practices 	<ul style="list-style-type: none"> 2020/2021 	<ul style="list-style-type: none"> Department Heads, Teachers, eLearning coordin. 	<ul style="list-style-type: none"> Teachers meet their professional development needs through active participation in communities of practice. 	<ul style="list-style-type: none"> Subject Planning, CP Hrs.
<ul style="list-style-type: none"> Integrate Student Support Plans into practice 	<ul style="list-style-type: none"> Sept. 2020 	<ul style="list-style-type: none"> DP, SEN Team, eLearning coordin. 	<ul style="list-style-type: none"> Teachers use ICT diagnostic tools, assistive technologies and ICT resources to address curriculum objectives with students with special educational needs. 	<ul style="list-style-type: none"> GSuite, Vsware
<ul style="list-style-type: none"> GSuite Forms as Interactive Assessments 	<ul style="list-style-type: none"> Winter 2019 	<ul style="list-style-type: none"> Teachers, eLearning coordin 	<ul style="list-style-type: none"> Teachers use ICT to provide assessments that support constructivist learning approaches. 	<ul style="list-style-type: none"> GSuite, Timetabling, Computer Lab/ BYOD / Wi-Fi

EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Our school utilizes multiple mechanisms to gather evidence such as; Reflection Sheets, Professional Collaborative Review, Focus Groups, Interviews, Questionnaires & Checklists. This evidence is evaluated in line with the SSE process & guiding success criteria.

Digital Learning Action Plan

"Leadership, Research and Policy"

DOMAIN: LEADING LEARNING AND TEACHING				
STANDARD(S): <ul style="list-style-type: none"> - Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment - Foster a commitment to inclusion, equality of opportunity and the holistic development of each student - Manage the planning and implementation of the curriculum 				
STATEMENT(S): <ul style="list-style-type: none"> - The school's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment. - The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment - The school takes measures to use appropriate digital and assistive technologies to protect and ensure learners' physical, psychological and social well-being. - The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation. 				
TARGETS: The vision for Digital Learning is wide ranging, shared by all stakeholders and is actively tested through the student learning experience.				
ACTIONS <i>(What needs to be done?)</i>	TIMEFRAME <i>(When is it to be done by?)</i>	PERSONNEL RESPONSIBLE <i>(Who is to do it?)</i>	CRITERIA FOR SUCCESS <i>(What are the desired outcomes?)</i>	RESOURCES <i>(What resources are needed?)</i>
<ul style="list-style-type: none"> ● DL as a priority need reflected in our SIP ● SEN Policy update to include Student Support Plans 	<ul style="list-style-type: none"> ● 2017 – 2020 <i>(ongoing)</i> ● Feb. 2019 	<ul style="list-style-type: none"> ● Principal, ,eLearning coordinator, AP-Sch. Planning ● DP, SEN Team, eLearning coordin. 	<ul style="list-style-type: none"> ● Teachers implement the DL Plan in their daily work. Staff & students are actively engaged in innovative and exemplary practice. ● School includes the use of ICT and assistive technologies in the development of all SSP's for students with special educational needs and uses ICT in all aspects of special educational needs assessment. 	<ul style="list-style-type: none"> ● CPD, Infrastructure, SIP, Evaluation Procedures ● GSuite, Vsware
EVALUATION PROCEDURES: <i>(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</i>				
Our school utilizes multiple mechanisms to gather evidence such as; Reflection Sheets, Professional Collaborative Review, Focus Groups, Interviews, Questionnaires & Checklists. This evidence is evaluated in line with the SSE process & guiding success criteria.				

Digital Learning Action Plan

"ICT Infrastructure"

DOMAIN: *MANAGING THE ORGANIZATION*

STANDARD(S):

- Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

STATEMENT(S):

- The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.

- Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to provide access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.

TARGETS:

A high speed and reliable wired & wireless network extends to all areas of the school where all computers are connected to the network facilitating access to online and locally based server resources.

ACTIONS <i>(What needs to be done?)</i>	TIMEFRAME <i>(When is it to be done by?)</i>	PERSONNEL RESPONSIBLE <i>(Who is to do it?)</i>	CRITERIA FOR SUCCESS <i>(What are the desired outcomes?)</i>	RESOURCES <i>(What resources are needed?)</i>
<ul style="list-style-type: none"> ● Maintain & replace existing hardware ● Infrastructure Improvement <ul style="list-style-type: none"> - Expansion of Servers - Replacement, upgrade and consolidation of network cabling into a single, reliable modern network - PoN Network Switches - Wireless Network 	<ul style="list-style-type: none"> ● As per maintenance schedule ● Funding Dependant 	<ul style="list-style-type: none"> ● ICT & eLearning coordinators, Principal, DES, Formula Networks ● DES 	<ul style="list-style-type: none"> ● Technical support is planned and integrated with ICT procurement planning and takes into account full ICT operating costs. ● All learning areas have access to a range of ICT equipment. Provision is made for the incorporation of students' mobile devices. 	<ul style="list-style-type: none"> ● Annual ICT Grant ● ADDITIONAL FUNDING

EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Our school utilizes multiple mechanisms to gather evidence such as; Reflection Sheets, Professional Collaborative Review, Focus Groups, Interviews, Questionnaires & Checklists. This evidence is evaluated in line with the SSE process & guiding success criteria.

Projected Digital Learning Budget

As required the following outlines the digital technologies to be procured to bring our school to an infrastructural and equipment level equitable to that of other schools. The costings have been attained as accurately as possible, however they are indicative and have not been subjected to what would be a welcome tendering process;

ANNUAL

- Maintenance Support – Circa €8000.00 (*Formula Networks*)
- School App – Circa €2500.00
- Vsware – Circa €12000.00

2017

- Replace Server - €5000.00
- UPS Server Protection - €2000.00
- SonicWALL & Firewall protection - €3000.00
- Migration of Services to new ICT Support Provider €4000.00
- Deployment and configuration - €1500.00

2018

- Replace Classroom Desktops x 30 - €17000.00
- Deployment and configuration - €2000.00

2019

- Replace Desktops Computer Lab B05 x 25 - €14500.00
- Deployment and configuration - €1500.00

2020

- Replace Desktops Computer Lab B08 x 25 - €14500.00
- Deployment and configuration - €1500.00

2021

- Replace Desktops Computer Lab C10 x 25 - €14500.00
- Deployment and configuration - €1500.00

2022

- Server & Cloud Back-up facilities - €4000.00
- Classroom Visualizers - €2000.00
- Managed Printing Services - €8000.00
- VoIP upgrade of telecommunications - €2000.00

2023

- Network Cabling upgrade and consolidation
- AP & Terminal upgrades - €30000.00

2024

- Upgrade of network switches to Gigabit PoN switches - €14000.00

2025

- Wi-Fi Deployment, Install, Access Points, Configuration - €15000.00

2026

- Set of School Portable Devices and ancillaries - €13500.00

2027

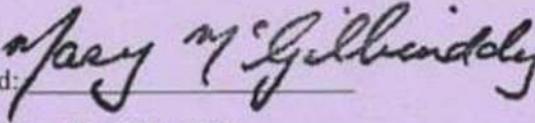
- Replace Classroom Desktops x 30 - €17000.00
- Deployment and configuration - €2000.00.....

***Maintenance and replacement cycle for hardware over 7 years old recommences

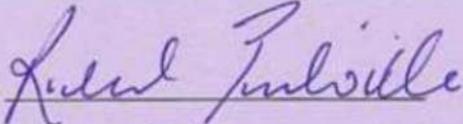
***Projected budget does not take into account the replacement of DES specified Ultra Short Throw classroom projectors originally installed in bulk in 2012

ICT Policy Checklist	
Internet Safety	<input checked="" type="checkbox"/> http://www.tarbertcomprehensive.ie/wp-content/uploads/2017/03/Amended-ICT-AUP-March-2017.pdf
Acceptable Use Policy	<input checked="" type="checkbox"/> http://www.tarbertcomprehensive.ie/wp-content/uploads/2017/03/Amended-ICT-AUP-March-2017.pdf
Health and Safety	<input checked="" type="checkbox"/> http://www.tarbertcomprehensive.ie/wp-content/uploads/2019/01/Safety-and-Health-statement.pdf
TCS Data Protection Policy	<input checked="" type="checkbox"/> http://www.tarbertcomprehensive.ie/wp-content/uploads/2019/05/Website-Privacy-Notice-2019.pdf
Other ICT related policies and procedures including:	<input checked="" type="checkbox"/> homework policy http://www.tarbertcomprehensive.ie/wp-content/uploads/2017/01/Final-reviewof-Whole-School-Homework-Policy1.pdf <input checked="" type="checkbox"/> behaviour policy http://www.tarbertcomprehensive.ie/wp-content/uploads/2017/03/Code-of-Behaviour_Lavou-Update-March-2017-1.pdf <input checked="" type="checkbox"/> anti-bullying policy http://www.tarbertcomprehensive.ie/wp-content/uploads/2017/12/Amended-TCS-Anti-Bullying-Policy.pdf

This Digital Learning Plan has been written for Tarbert Comprehensive School and has been presented to and approved by the Board of Management who is the schools *data controller of personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. As such, the BoM is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 to 2018 and EU General Data Personal Regulation (GDPR).

Signed: 
Mrs Mary McGillicuddy
Chairperson of Board of Management

Date: 12/2/2019

Signed: 
Mr Richard Prendiville
Principal/Secretary to the Board of Management

Date: 12/2/19

It will be reviewed again in March 2020